

Discussion of Strategies to Strengthen and Streamline Accreditation:

Part III. Possible Revisions to the Common Standards

February 2014

Introduction

This agenda item requests input from the COA about the content of any future versions of the Common Standards. In an effort to strengthen and streamline accreditation, the Common Standards will be reviewed and revised by the Commission. The COA will have time to discuss the current Common Standards and describe its vision for the next iteration of the Common Standards.

Background

The Common Standards describe institutional and unit level expectations for any institution offering educator preparation programs in California. The Common Standards are provided as [Appendix A](#) to this item for reference. These standards were last adopted in 2008. Responses to these standards are required for the following:

- 1) Institutions seeking initial institutional approval (new to California or new to offering an educator preparation program in California)
- 2) At the time of the site visit

In addition, a response to a shortened version ([See Appendix B - Common Standards Addendum](#)) is required of currently approved institutions when seeking new program approval.

Since the Commission is in the process of rethinking various aspects of accreditation to focus on what is essential and most critical, it is important that the Common Standards are reviewed in that light.

While it is uncertain at this time if and when a standards writing panel would be convened to examine the Common Standards, input of the COA would help inform this effort and begin the process of moving this review forward.

The COA is asked at this meeting to review in depth, discuss in small groups, and then share out some initial thoughts about the following:

- 1) What aspects of the currently adopted Common Standards are Input Measures?
- 2) What aspects of the currently adopted Common Standards are Output Measures?
- 3) What aspects of the currently adopted Common Standards are essential and should be maintained in some manner in the next iteration of the standards?
- 4) What aspects of the currently adopted standards are perhaps not as critical and perhaps could be eliminated from the next iteration of the standards?
- 5) What aspects of the currently adopted standards could be moved to or are duplicative of program standards?

Next Steps

Staff will use this discussion to inform future discussions with the Commission about the Common Standards, the role they should play in the future in a streamlined accreditation process, and the direction of their content. While the COA does not have a role in adoption of standards as that is the purview of the Commission, the perspective of COA will help inform the direction of this work.

Appendix A

Commission Adopted Common Standards (2008)

Standard 1: Educational Leadership

The *institution* and education *unit* create and articulate a research-based vision for educator preparation that is responsive to California's adopted standards and curriculum frameworks. The vision provides direction for *programs*, *courses*, teaching, *candidate performance* and experiences, *scholarship*, *service*, collaboration, and *unit* accountability. The *faculty*, *instructional personnel*, and relevant *stakeholders* are actively involved in the organization, coordination, and *governance* of all professional preparation *programs*. *Unit leadership* has the *authority* and *institutional support* needed to create effective strategies to achieve the needs of all *programs* and represents the interests of each *program* within the *institution*. The education *unit* implements and monitors a credential recommendation process that ensures that *candidates* recommended for a credential have met all requirements.

Standard 2: Unit and Program Assessment and Evaluation

The education *unit* implements an *assessment and evaluation system* for ongoing *program* and *unit evaluation* and improvement. The system collects, analyzes, and utilizes data on candidate and *program completer* performance and *unit* operations. *Assessment* in all *programs* includes ongoing and comprehensive data collection related to *candidate* qualifications, proficiencies, and *competence*, as well as *program* effectiveness, and is used for improvement purposes.

Standard 3: Resources

The *institution* provides the *unit* with the necessary budget, *qualified personnel*, adequate facilities and other *resources* to prepare *candidates* effectively to meet the state-adopted standards for educator preparation. Sufficient *resources* are consistently allocated for effective operation of each credential or *certificate* program for coordination, admission, advisement, curriculum and *professional development*, instruction, *field-based supervision and/or clinical experiences*, and *assessment* management. Sufficient *information resources* and related personnel are available to meet *program* and *candidate* needs. A process that is inclusive of all *programs* is in place to determine resource needs.

Standard 4: Faculty and Instructional Personnel

Qualified persons are employed and assigned to teach all *courses*, to provide *professional development*, and to *supervise field-based and/or clinical experiences* in each credential and *certificate program*. *Instructional personnel* and *faculty* have current knowledge in the content they teach, understand the context of public schooling, and model best professional practices in teaching and learning, *scholarship*, and *service*. They are reflective of a diverse society and knowledgeable about diverse abilities, cultural, language, ethnic and gender diversity. They have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools. They collaborate regularly and systematically with colleagues in *P-12* settings/college/university *units* and members of the broader, professional community to

improve teaching, candidate learning, and educator preparation. The *institution* provides *support* for *faculty* development. The *unit* regularly *evaluates* the performance of *course instructors* and *field supervisors*, *recognizes* excellence, and retains only those who are consistently effective.

Standard 5: Admission

In each professional preparation program, applicants are admitted on the basis of well-defined *admission criteria* and procedures, including all Commission-adopted requirements. *Multiple measures* are used in an *admission* process that encourages and *supports* applicants from diverse populations. The *unit* determines that admitted candidates have appropriate pre-professional experiences and personal characteristics, including sensitivity to California's diverse population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.

Standard 6: Advice and Assistance

Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, and professional and personal development. Appropriate information is accessible to guide each candidate's attainment of all program requirements. The *institution* and/or *unit* provide *support* and assistance to candidates and only retains *candidates* who are suited for entry or advancement in the education profession. Evidence regarding candidate progress and performance is consistently utilized to guide advisement and assistance efforts.

Standard 7: Field Experience and Clinical Practice

The *unit* and its *partners* design, implement, and regularly *evaluate* a planned sequence of *field-based* and *clinical experiences* in order for *candidates* to develop and demonstrate the knowledge and skills necessary to educate and *support* all *students* effectively so that *P-12 students* meet state-adopted academic standards. For each credential and *certificate program*, the *unit* collaborates with its *partners* regarding the criteria for selection of school sites, effective *clinical personnel*, and site-based *supervising personnel*. *Field-based work and/or clinical experiences* provide *candidates* opportunities to understand and address issues of diversity that affect school climate, teaching, and learning, and to help *candidates* develop research-based strategies for improving student learning.

Standard 8: District-Employed Supervisors

District-employed supervisors are *certified* and experienced in either teaching the specified content or performing the services authorized by the credential. A process for selecting *supervisors* who are knowledgeable and supportive of the academic content standards for students is based on identified criteria. *Supervisors* are trained in *supervision*, oriented to the *supervisory* role, *evaluated* and *recognized* in a systematic manner.

Standard 9: Assessment of Candidate Competence

Candidates preparing to serve as professional school personnel know and demonstrate the professional knowledge and skills necessary to educate and *support* effectively all *students* in meeting the state-adopted academic standards. *Assessments* indicate that *candidates* meet the Commission-adopted *competency requirements*, as specified in the program standards.

Appendix B Template For The Common Standards New Program Addendum

A Commission approved program sponsor that proposes a new educator preparation program must submit responses to Common Standards Addendum addressing how the new educator preparation program will integrate into the existing education unit structure. An education **Unit** gathers data related to the Common Standards across all of the institution's approved teacher preparation **Programs**. The data collected is analyzed for use in ongoing **Unit** and **Program(s)** evaluation and improvement. More information about the relationship/differences between Unit and Program is provided in the *Common Standard 2 Technical Assistance webcast and handouts* located at <http://www.ctc.ca.gov/educator-prep/webcasts.html>.

Directions: The CTC requests the following information regarding the implementation of the proposed new program. Should the current Common Standard document already explain how the institution will address these issues, with no differences for the proposed program, please provide a statement of assurance that the newly proposed program will adhere to the approved Common Standard response and include a hyperlink to the related section in the Common Standard, or copy the cited section of the Common Standard into your response.

Common Standard Addendum	Narrative Describing How the New Educator Preparation Program Integrates into the Educational Unit
Common Standard 1 Addendum: Educational Leadership	
Provide the unit or division where the program will be housed and the name and title of the person in charge of said unit/division	
Provide the name and title of the person who will have day-to-day oversight of the program.	
Provide the name and title of the person who will have fiscal oversight of the proposed program.	
Provide information on how the proposed program will be represented at unit meetings and in unit activities (e.g. organizational meetings, budget decisions)	
Common Standard 2 Addendum: Unit and Program Assessment System	
Your institution has an established Unit accreditation system and a response to Common Standard 2 that describes that Unit accreditation system. Please describe the ways in which the proposed Program will be incorporated into the Unit accreditation system, if different from the manner in which all other programs are included in the institution's response to C.S. 2. If there is no difference, please indicate so.	
Common Standard 3 Addendum: Resources	
Identify the fiscal, personnel, and information resources needed by the proposed program.	

Common Standard Addendum	Narrative Describing How the New Educator Preparation Program Integrates into the Educational Unit
Describe the process for determining what resources are needed to ensure effective implementation of the program and the process for ensuring these resources are allocated by the institution, if different from what is contained in the institution's Common Standard response to C.S. 3. If there is no difference, please indicate so.	
Common Standard 4 Addendum: Faculty and Instructional Personnel	
Describe the criteria <i>specific to the proposed program</i> that will be used to determine the selection and hiring of qualified diverse faculty and instructional personnel, if different than the institutions' response to the C.S. 4 for all other programs. If there is no difference, please indicate so.	
Describe the preparation and support provided to faculty and instructional personnel (e.g. orientation, skills training, networking opportunities), if different than what is described in the institution's response to C.S. 4 for all other programs. If there is no difference, please indicate so.	
Common Standard 5 Addendum: Admissions	
Will the admissions criteria and institutional procedures for admission for this program differ from that for other programs as described in the institutions' response to C.S. 5? Please include any specific employment requirements established by the CTC (e.g. verification of prerequisite credential). If there is no difference, please indicate so.	
Common Standard 6 Addendum: Advice and Assistance	
Please describe how and when candidates will receive programmatic and academic information (e.g. progress towards completion, deadlines) if different from that described in the institution's C.S. 6 response for all other programs. If there is no difference, please indicate so.	
Please describe how and when candidates requiring assistance will: 1) be identified, and 2) receive guidance and support, if different from that described in the institution's response to C.S. 6 for all other programs? If there is no difference, please indicate so.	
Common Standard 7 Addendum: Field Experience and Clinical Practice	
Please describe how the institution will monitor the overall effectiveness of the field experience and clinical	

Common Standard Addendum	Narrative Describing How the New Educator Preparation Program Integrates into the Educational Unit
practice component of the proposed program?	
Please describe the process for identifying, selecting, and evaluating field experience and clinical practice sites and how the institution will monitor the appropriateness of these sites, if different from that contained in the institution's response to C.S. 7 for all other programs. If there is no difference, please indicate so.	
Common Standard 8 Addendum: District Employed Supervisors	
Please describe how the institution will oversee the effectiveness of the criteria for the selection, preparation, and support for district employed supervisors for the proposed program if it differs from what is contained in the institution's response to C.S. 8, for all other programs. If there is no difference, please indicate so.	
Please describe how the institution will ensure that the district employed supervisors are sufficiently prepared (e.g. orientation, training, networking opportunities) to serve in their roles, if different from that which is described in the institution's response to C.S. 8, for all other programs? If there is no difference, please indicate so.	
Common Standard 9 Addendum: Candidate Assessment	
Please identify the assessments that will be used to determine candidate competence as they progress through the proposed program. Please identify the processes used to determine candidate competency and completion of requirements.	
Please describe how the institution will oversee the effectiveness of the assessments used and the processes in place to determine candidate competency, if different from that described in the institution's response to C.S. 9 for all other programs.	